



## BOOKMAN ROAD ELEMENTARY

1245 Bookman Road  
Elgin, SC 29045

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	575 Students	
<b>Principal</b>	Michael Guliano	803-699-1724
<b>Superintendent</b>	Dr. Katie Brochu	803-787-1910
<b>Board Chair</b>	Bill Flemming, Jr., D.M.D.	803-261-1992

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Good	Good
2007	Good	Average
2006	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

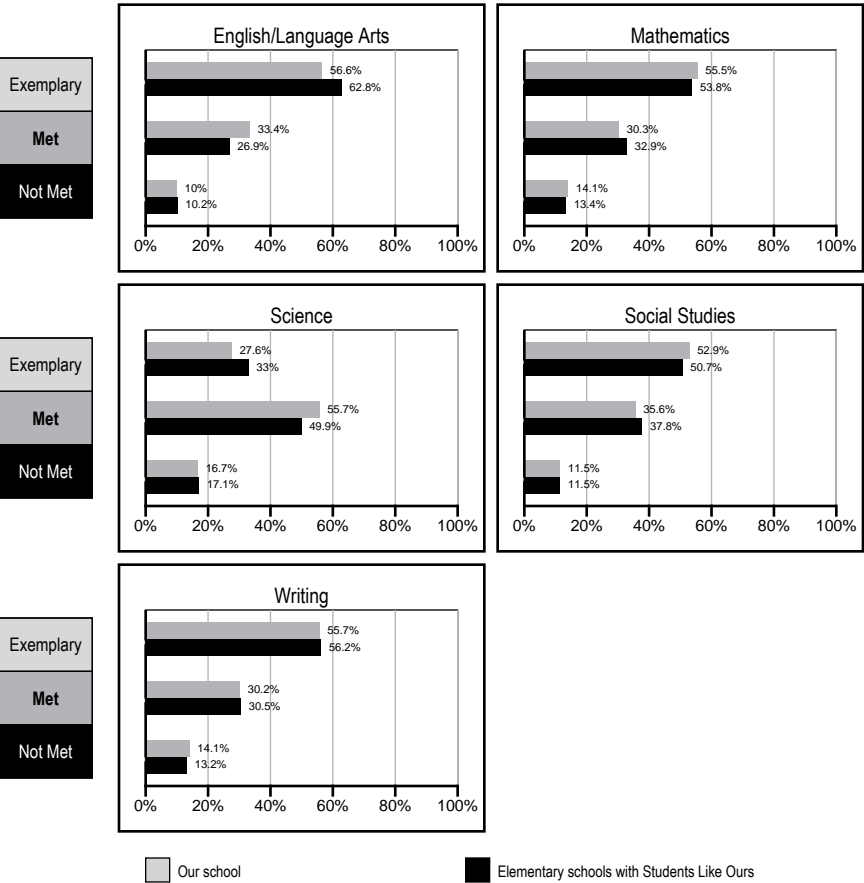
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=575)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.7%	99.2%	100.0%
Retention rate	0.9%	Up from 0.7%	0.6%	1.2%
Attendance rate	97.0%	Down from 97.4%	96.8%	96.1%
Eligible for gifted and talented	23.3%	Down from 23.4%	30.1%	11.7%
With disabilities other than speech	7.4%	Up from 5.8%	6.7%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	75.0%	Up from 70.5%	69.0%	60.5%
Continuing contract teachers	75.0%	Up from 70.5%	89.5%	84.6%
Teachers with emergency or provisional certificates	2.6%	Up from 2.5%	0.0%	0.0%
Teachers returning from previous year	79.3%	Up from 76.1%	88.9%	87.0%
Teacher attendance rate	93.1%	Down from 95.4%	95.2%	95.4%
Average teacher salary*	\$50,789	Up 4.2%	\$49,450	\$47,288
Professional development days/teacher	8.3 days	Down from 9.2 days	10.1 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.3 to 1	20.6 to 1	19.2 to 1
Prime instructional time	89.2%	Down from 91.7%	92.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,572	Up 4.2%	\$6,878	\$7,548
Percent of expenditures for instruction**	67.9%	Down from 71.2%	70.2%	68.7%
Percent of expenditures for teacher salaries**	65.5%	Down from 68.4%	67.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Bookman Road Elementary School is a place where students are challenged to use the nineteen LIFESKILLS and Lifelong Guidelines of Personal Best, Trustworthiness, Truthfulness, Active Listening, and No Putdowns. All students are taught in an atmosphere of love and respect, and encouraged to learn, think, grow, and develop as unique individuals. Our focus on these key elements has helped us achieve high test scores and positive surveys that enabled us to receive a number of awards, including the Palmetto Gold Award, Adequate Yearly Progress designation, and the Red Carpet Award. We have also been recognized as a school that is closing the gap between historically-achieving and historically-underachieving students and for outstanding leadership in children's literacy with the South Carolina Reading Association Administrator of the Year award. Our teachers represent us well as local, state, and national presenters. During the past thirteen years, we have had wonderful teacher representatives as our school's Teacher of the Year. After being selected as Bookman Road teacher of the year, six of these individuals went on to be named district honor roll teachers, two were named District Teacher of the Year, two were named State Teacher of the Year Finalists, and one became the State Teacher of the Year. All teachers and staff at Bookman collaborate and cooperate to make the entire group successful as we continue to learn and sharpen our teaching skills.

Our PASS scores this year show our commitment to providing quality teaching and learning in a nurturing environment to all of our students. We are pleased with the progress of our students but we know that if we are to help our students reach their maximum potential we must carefully study the results of these tests. Our task is to analyze where our students showed growth we would expect, determine why the growth occurred, and to make curriculum and instructional changes to make sure that our children continue to be academically challenged. Conversely, we need to identify what changes need to be made when expectations are not met so that we can continue to ensure success for all our students.

Please carefully review the data contained in this report. Bookman Road Elementary School and Richland School District Two have taken a number of steps to ensure that students are making progress in meeting standards. We are a standards driven school and we make sure that statewide standards are taught. Our attendance is high and we continue to learn best teaching practices. By working together - parent, teachers, and students - we will continue to see positive results on these statewide indicators of success.

Michael Guliano, Principal  
  
Shelley Allen, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	33	95	64
Percent satisfied with learning environment	100.0%	95.7%	98.4%
Percent satisfied with social and physical environment	100.0%	94.7%	100.0%
Percent satisfied with school-home relations	100.0%	92.6%	98.4%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	308	100	9.8	32.7	57.6	95.6	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	153	100	12.2	31.8	56.1	94.6	82.7	80.1	N/A	N/A
Female	155	100	7.4	33.6	59.1	96.6	89.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	181	100	3.4	25.1	71.4	99.4	94	89.6	Yes	Yes
African American	104	100	20.8	43.6	35.6	89.1	81.9	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	37.5	25	37.5	78.1	52.7	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	15.4	61.5	23.1	92.3	83.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	72	100	20	44.6	35.4	92.3	78.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	308	100	13.8	30.3	55.9	91.6	82.4	80.4	Yes	Yes
<b>Gender</b>										
Male	153	100	12.8	27	60.1	90.5	80	78.4	N/A	N/A
Female	155	100	14.8	33.6	51.7	92.6	84.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	181	100	5.1	22.9	72	97.1	93.2	87.8	Yes	Yes
African American	104	100	29.7	42.6	27.7	81.2	76.8	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	46.9	25	28.1	65.6	47.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	15.4	46.2	38.5	92.3	83.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	72	100	26.2	40	33.8	84.6	73.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	206	100	16.2	54	29.8	83.8	72.1	67.3
Gender								
Male	102	100	17.2	50.5	32.3	82.8	70.9	66.9
Female	104	100	15.2	57.6	27.3	84.8	73.3	67.7
Racial/Ethnic Group								
White	122	100	6.8	51.3	41.9	93.2	89.6	79.6
African American	70	100	30.9	57.4	11.8	69.1	63.1	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	23	100	52.4	19	28.6	47.6	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.5	58.6
Socio-Economic Status								
Subsidized meals	50	100	34.8	56.5	8.7	65.2	58.6	55.4

Social Studies

All Students	202	99.5	10.9	35.8	53.4	89.1	77.1	70.9
Gender								
Male	102	100	14.3	29.6	56.1	85.7	75.3	70.1
Female	100	99	7.4	42.1	50.5	92.6	79.1	71.7
Racial/Ethnic Group								
White	121	99.2	4.3	27	68.7	95.7	88.6	79.2
African American	64	100	22.2	50.8	27	77.8	71.1	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	95.2	47.4	26.3	26.3	52.6	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.1	68
Socio-Economic Status								
Subsidized meals	50	100	20.9	48.8	30.2	79.1	66.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	307	97.4	13.8	30.3	55.9	86.2	76.7	72.1	97	97
Gender										
Male	153	95.4	19	33.1	47.9	81	70.2	65.2	96.9	96.9
Female	154	99.4	8.8	27.7	63.5	91.2	83.4	79.2	97	97.1
Racial/Ethnic Group										
White	181	97.2	6.4	23.4	70.2	93.6	87.9	80.8	96.7	97.1
African American	103	97.1	22.4	43.9	33.7	77.6	71.3	59.7	97.5	96.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.8	87	97.2	97.9
Hispanic	12	100	I/S	I/S	I/S	I/S	66.4	64.6	96.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	35	80	73.1	15.4	11.5	26.9	32	27.7	96.8	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	11	100	46.2	15.4	38.5	53.8	71.7	63.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	66	97	24.6	41	34.4	75.4	65.8	61.9	96.8	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	8.2	22.4	69.4	91.8
	4	105	100	10	35	55	90
	5	122	100	11	33.9	55.1	89
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	108	100	9.7	23.3	67	90.3
	4	100	100	9.5	30.5	60	90.5
	5	100	100	10.1	44.4	45.5	89.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	104	100	16.3	45.9	37.8	83.7
	4	105	100	8	36	56	92
	5	122	100	18.6	46.6	34.7	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	108	100	16.5	27.2	56.3	83.5
	4	100	100	7.4	29.5	63.2	92.6
	5	100	100	17.2	34.3	48.5	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	54	100	18.4	44.9	36.7	81.6
	4	104	100	21.2	48.5	30.3	78.8
	5	61	100	13.6	62.7	23.7	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	32.7	36.5	30.8	67.3
	4	100	100	8.4	63.2	28.4	91.6
	5	51	100	13.7	54.9	31.4	86.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	50	100	8.2	38.8	53.1	91.8
	4	105	100	12	35	53	88
	5	61	100	13.6	39	47.5	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	9.8	23.5	66.7	90.2
	4	100	99	5.3	47.9	46.8	94.7
	5	49	100	22.9	25	52.1	77.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	105	95.2	12.6	26.3	61.1	87.4
	4	106	97.2	15.2	40.4	44.4	84.8
	5	121	96.7	21.9	30.7	47.4	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	107	98.1	11.9	27.7	60.4	88.1
	4	100	98	16.1	31.2	52.7	83.9
	5	100	96	13.5	32.3	54.2	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample